DOCUMENT RESUME

ED 293 983 CE 049 489

| | |
|---|---|
| AUTHOR | Kister, Joanna; Montgomery, Wanda |
| TITLE | Development Education for the American Teenager through Home Economics. Global Connections. Teacher's Guide. |
| INSTITUTION | American Home Economics Association, Washington, D.C. |
| SPONS AGENCY | Agency for International Development (IDCA), Washington, DC. |
| PUB DATE | 88 |
| NOTE | 13p. |
| AVAILABLE FROM | American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036 ($2.00 plus postage). |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Cultural Awareness; *Curriculum Development; *Developing Nations; *Home Economics; International Cooperation; Learning Activities; Secondary Education; Teaching Guides |

ABSTRACT

This teaching guide provides materials on how to implement a global education curriculum into the home economics program. The stated objective is to motivate students to become more caring and responsible citizens of the global village. Contents include a list of student objectives, steps to take in implementing the global view curriculum, and sources of instructional materials. The curriculum orientation is also discussed. The problem orientation approach is described, and suggestions are made on how to approach the problem-solving process. Both a student pretest and teacher self-assessment form are provided. Other contents of the guide include recommended teaching strategies and techniques, suggestions for introducing an issue with the students, and suggested activities to help students learn about people in developing countries. The creation of a culture kit--a resource that the teacher develops--is detailed. The guide concludes with a list of "links" to make for help and resources. Celebration of world days, linkage with others in service projects, and background readings are suggested. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# TEACHER'S GUIDE

## DEVELOPMENT EDUCATION FOR THE AMERICAN TEENAGER THROUGH HOME ECONOMICS

ED293983

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
American Home Economics
Assn Research Unit
G. G. Vaughn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# GLOBAL CONNECTIONS

**If young people are to bring compassion and understanding to the future they will share with millions more people than are now even living,* it is critical that they recognize the world's interdependency, the similarities and interrelatedness of problems faced by American families *and* families of developing nations. Today's high school students *will be* leaders, decisionmakers, and shapers of tomorrow's world.**

**Three-fourths of the world's nations today are still developing. Though many have long-and often-proud pasts, they face harsh economic realities of a new age. This body of nations, almost another world by sharp contrast with the more industrialized countries, is called the Third World. Yet, the earth is one world and all its peoples have a stake in the Third World's future.**

**GLOBAL CONNECTIONS is a Home Economics curriculum for building links between American teens and peoples of these developing countries—for a safer, better world.**

*At the present growth rate, the world population which reached 5 billion in 1987 will double by 2025.

CE049489

## Acknowledgements

Global Connections is a project of The American Home Economics Association (AHEA), partially funded by the Development Education Program of the U.S. Agency for International Development (AID).

The instructional materials prepared for the Global Connections project follow the recommendations made by a National Advisory Committee. This 20-member committee was composed of eight AHEA section or committee representatives of related home economics organizations, and four individuals from other organizations with global or development education interests.

A resource team composed of home economists with experience in less developed countries and home economics teachers with international interest prepared the first curriculum modules. These materials were field-tested, adapted, and further developed by a group of 24 teachers who attended a Global Connections training workshop at Iowa State University (Ames) in 1986.

A draft of the publication was shared with state leaders at a workshop at the University of Texas in Austin in 1987. Additions and revisions have been made in accord with these recommendations. The assistance of these individuals and that of Shelagh Lane, project administrative assistant, are gratefully acknowledged.

**Authors:** **Joanna Kister, Ph.D.,** Executive Director, Division of Vocational and Career Education, Ohio Department of Education

**Wanda Montgomery, Ph.D.,** Project Manager, Global Connections, Research Unit, American Home Economics Association

**Editor:** **Millie Riley,** Washington, DC

© 1988 Global Connections, Research Unit, American Home Economics Association. Permission is granted to home economists for multiple copy duplication for educational activities.

**Price: Teacher's Guide, $2.00 plus postage and handling.**
For information on other Global Connections resource materials: American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, DC 20036 — 202-862-8300.

**Charts/figures** on pp. 4, 8, and 9, used with permission, are reproduced from the publication, *World Food Day Curriculum*, revised 1986, which was produced for Church World Service by the Office on Global Education, National Council of Churches, Baltimore, Maryland, in collaboration with the Center for Teaching International Relations, University of Denver.

**Photos:** Aga Khan Foundation Projects in Health, Kenya, pp. 7 and 10; Global Connections workshop, pp. 11 and 12.

# Introduction

## What Does Development Education Mean?

Development education is learning that creates an international perspective. Development education begins with a recognition of global interdependence and the continuing need for justice and equity in the world.[1] Development education accepts these as basic tenets:

- Poverty in a world of plenty is unnecessary and unacceptable.
- The world has the resources and the human capability to eliminate poverty.
- America's well-being is dependent on global well-being.
- Individuals can make a difference even where basic societal changes are needed.
- People must be empowered to bring about their own change.

Words of U.S. Congressman Benjamin A. Gilman offer the challenge: "In an age of increasing interdependence, global hunger and poverty has become an issue of critical importance to the U.S. It is imperative that the American public recognizes better how conditions in less developed nations affect our nation."

The goal of the Global Connections curriculum is to motivate students to become more caring and responsible citizens of the global village as a result of their involvement in Global Connections.[2]

## Students Will Grow In Understanding

- Knowledge
  - —Becoming aware of and comprehending conditions of poverty and hunger in families of the Third World.
  - —Developing an understanding of the life of families in developing countries.
  - —Recognizing the reality of global interdependence of families and the link between local and global problems.
- Values and Attitudes
  - —Appreciating and respecting diversity in traditions, customs, skills, and beliefs of families and individuals of all cultures.
  - —Grasping the concept of people empowerment as the tool of progress.
  - —Developing a sense of personal responsibility for families and problems in developing countries.
  - —Advancing the principle of global interdependence.
- Action
  - —Addressing short- and long-term problems of families in developing countries through varied means such as collaboration with groups committed to a self-help that empowers people, awareness, activities, service projects, and public policy influence/action.

# Bringing a Global View Into Your Home Economics Program

## Steps To Take

1. Assess the status of the global education curriculum in your school.
2. Determine the appropriate role of development education in your Home Economics curriculum.
3. Select content and methodology. Content themes could include:
   - Population and food needs.
   - Interdependence of teenagers and their families with others.
   - Resource utilization to meet needs of all individuals and families.
   - Family customs and traditions—the strengths, stability, and differences.
   - Lifestyles and contrasts.

   Methodology might include:
   - Integrating material into regular teaching units.
   - Teaching development education as separate modules.
   - Recognizing special activities/events such as World Food Day.
4. Choose instructional resources. Global Connections project publications will include:

**County/Area Profiles**
Each guide contains maps to locate the area or continent where selected countries are located and includes some demographic and historical information and short case studies about families/individuals. Discussion guidelines, a list

of additional resources, and brief descriptions of selected holidays and family customs complete each profile. There are guides for:

- **AFRICA** area—Botswana, Nigeria, Kenya
- **ASIA** area—Thailand, India, Philippines
- **CARIBBEAN** area—Jamaica, St. Lucia
- **LATIN AMERICA** area—Peru, Ecuador, Honduras
- **MIDDLE EAST** area—Egypt and Turkey.

### Slides

Sets of 20 slides with written and/or taped commentary will depict family life, education, clothing, food production, children's activities, and other social aspects of life in the developing world. Some slide sets are in production now.

### Topic Modules/ Lesson Plans

Modules and/or lesson plans focusing on various subject areas of Home Economics will be available. Each lesson has been tested by one or more home economics teachers. These list objectives, concepts to be learned, and include appropriate strategies for teaching. Two or three strategies are detailed and sources of additional ones listed. Modules/ lesson plans are available in the following subject matter areas:

- Foods and Nutrition
- Resource Management
- Housing
- Parenting
- Work and the Family.

## Sources To Tap

Development and global education instructional materials have been prepared by a number of organizations in recent years. These are available free of charge or at a minimal cost. Some of the agencies that you may wish to contact are listed below:

**American Association for World Health**
2001 S Street N.W., Suite 530
Washington, DC 20009
202-265-0286

**Brigham Young University**
David M. Kennedy Center
Publications Services
280 HRCB
Provo, UT 84602
801-378-6528

**Canadian International Development Agency**
Public Affairs Branch
200 Promenade du Portage
Hull, Quebec K1A 0G4
819-997-6100

*__Catholic Relief Services__
1011 First Avenue
New York, NY 10022
212-838-4700

**Church World Service Office on Global Education**
2115 North Charles Street
Baltimore, MD 21218
301-727-6106

*__Church World Service__
Film Library
P.O. Box 968
Elkhart, IN 46515
219-264-3102

**Global Perspectives in Education**
218 East 18th Street
New York, NY 10003
212-475-0850

**National Committee for World Food Day**
1001 22nd Street N.W.
Washington, DC 20437
202-653-2402

*__OEF International__
1815 H Street N.W.
10th Floor
Washington, DC 20006
202-466-3430

*__Population Reference Bureau, Inc.__
777 14th St. N.W., Suite 800
Washington, DC 20005
202-639-8040

**Save the Children**
P.O. Box 950
Westport, CT 06881
203-226-7271

**Seeds**
222 East Lake Drive
Decatur, GA 30030
404-378-3566

*__UNICEF__—U.S. Committee
331 East 38th Street
New York, NY 10016
212-686-5522

*__UNIFEM__ (formerly Voluntary Fund for the UN Decade for Women)
304 East 45th Street
11th Floor
New York, NY 10017
212-906-6400

**UNIPUB**
Box 433
Murray Hill Station
New York, NY 10016

*__World Bank__
Publications Office
1818 H Street N.W.
Washington, DC 20433
202-477-1234

*Slides, films, filmstrips, videocassettes available for loan or purchase.

## Curriculum Orientation

Home Economics education helps families solve perennial problems—nurturing human development; feeding, clothing, and housing the family; managing resources; and coordinating work and family.

Perennial problems are those faced by families across cultures, over time. Practical problems involve questions of value judgment regarding what is best to do in a particular context.

### Why the Problem Orientation Was Chosen

The perennial/practical problem orientation was selected for the Global Connections curriculum because this approach:

- **Motivates students and promotes personal involvement.** Students become more engaged when the class begins with a question such as, "Should we be concerned about people in developing countries?" rather than when a teacher simply presents five reasons why students should be concerned.

- **Prepares students for the information age.** Information about developing countries changes rapidly. Students need critical and creative thinking and value reasoning skills in order to solve future problems.

- **Recognizes the complexity of the problems of families** in developing countries.

- **Changes attitudes and values.** "Unfortunately facts alone rarely change our attitudes or values," says Jim Jarvis in his writing for Church World Service. "When facts conflict with our values, we have a tendency to ignore, forget, reject them, or simply turn off the speaker." Jarvis calls the required first step in global education as one of dealing with attitudes and values—developing activities that cause learners to stop and think about their positions. "Once thinking," he says, "they are more open to new ideas and information."[3]

- **Recognizes long-term significant issues.** Issues such as hunger and poverty can be addressed rather than unrelated pieces of information.

- **Considers valued ends.** The problems of developing countries are value questions—"What should be done?" issues.

- **Provides a proactive stance.** Students can become advocates for change rather than accepting existing conditions of poor housing and health, poverty, and hunger in the world.

## Teaching Models

To address practical and perennial problems faced by families in developing countries, students need to develop problem-solving skills. The teaching model on the following page is designed to help students develop these skills.4

Resources and strategies from the leaflets, slides, lesson plans, and other resources may be incorporated into the teaching model. Probing questions encourage students to think critically.

### How To Approach the Problem-Solving Process

1. Identify and clarify the problem.
2. Search out and gather adequate information.
3. Evaluate the reliability of the information.
4. Formulate goals or valued ends and rank their importance in making decisions.
5. Interpret the contextual factors of the problem.
6. Make a decision.
7. Justify the decision based on decision tests. (i.e. Is it morally and ethically defensible?)
   - —Universal consequences. i.e. What if everyone did it?
   - —Role reversal. i.e. What if I or someone else were in that situation?
   - —Other cases. i.e. What if we were in new situations?
8. Develop skills necessary for action. Encourage use of skills in a real situation.
9. Reflect on the action as implemented and actual consequences.

Many students respond to the audiovisuals and information by observing how fortunate they are to live in America. This is the teachable moment. Ask probing questions to help students realize the need to go beyond, to take action, to raise community awareness of the problem, to plan activities and projects that help people in developing countries, and to understand the processes of public policy formation.





BEST COPY AVAILABLE

# STUDENT
# PRE-TEST
## Global Connections Curriculum

**Part I: Attitudes**

What do you think? Rate the amount of agreement or disagreement you have with each of the following statements. Use the scale below and indicate your choice on the blank provided.

| Strongly Agree | | | | | Strongly Disagree |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

___ 1. The United States is the wealthiest country in the world.

___ 2. The U.S. has the highest standard of living in the world.

___ 3. The U.S. is a developing country.

___ 4. The U.S. is the most generous country in the world when it comes to giving development assistance.

___ 5. U.S. citizens spend several times as much money on alcoholic beverages as the U.S. government spends on official development assistance.

___ 6. There is a lot we can learn from Third World countries.

___ 7. The food I eat is not really related to hunger in the developing countries of the world.

___ 8. People are hungry because there just isn't enough food to go around.

___ 9. Most Americans have an accurate idea of how Africans live.

___ 10. If poor nations would adopt the U.S. economic and political systems of capitalism and democracy, they would develop more rapidly.

___ 11. The U.S. government should give more food aid to needy countries.

___ 12. If poor nations would select a socialist economic and political system as adopted by China, they would develop more rapidly.

___ 13. People don't have enough to eat because they are unwilling to work.

___ 14. The problem of world hunger is mostly a problem of foreign countries and it will have little effect on my life as a U.S. citizen.

___ 15. The problem of world hunger is my problem since the future of my life is tied to the lives of all other peoples on earth.

**Part II: Factual Knowledge**

1. _____ percent of the world's population lives in developing countries.
   a. less than 10%  b. about 25%
   c. about 50%  d. about 75%
   e. about 90%

2. How much of the world's population lives in the United States?
   a. 3%  b. 6%
   c. 9%  d. 12%
   e. 15%

3. The United States has _____ percent of the world's resources.
   a. about 15%  b. about 25%
   c. about 30%  d. about 50%
   e. about 65%

4. Which *three* continents contain the majority of developing countries?
   a. Asia  b. North America
   c. Africa  d. Latin America
   e. Australia  f. Europe

5. Which program item receives the biggest "chunk" of the U.S. budget?
   a. foreign aid  b. military
   c. welfare programs  d. education
   e. government operation  f. health

6. What percent of the U.S. Gross National Product (GNP) goes to foreign assistance?
   a. about 25%  b. about 15%
   c. about 10%  d. about 5%
   e. under 1%

7. U.S. aid to developing countries as a percent of the GNP is:
   a. more than that of any other developed country.
   b. more than most developed countries.
   c. about the same as other developed countries.
   d. less than many other developed countries.

8. In 1958, a Central African earned enough money from selling the U.S. 200 lbs. of cotton to buy four blankets. How many blankets could he/she buy today for the money earned from selling the same amount of cotton?
   a. 1  b. 4  c. 8  d. 12

9. The average protein intake of each person in the U.S. is about 96 grams per day. In India it is:
   a. about the same  b. 1/2 as much
   c. 3/4 as much  d. 1/3 as much

10. The population of the world is approximately 5 billion (5,000 million). How many people suffer from insufficient protein/energy supply?
   a. 50 million  b. 100 million
   c. 200 million  d. 460 million
   e. 900 million



## Copy This Page for Classroom Use

Make as many photocopies of this pretest as needed to use with your students. Answers for Part II are given below. A bar graph might be created to illustrate students' attitudes/feelings on statements in Part I. This can be an opener to a discussion and more sharing of feelings or concerns.

**Answers to Part II**

1. d. about 75%
2. b. 6%
3. c. about 30%
4. Asia, Africa, Latin America
5. b. military
6. e. under 1%
7. d. less than many other developed countries
8. a. 1
9. b. 1/2 as much
10. d. 460 million

# TEACHER
# SELF-ASSESSMENT

| Checking Your Classroom's Global Connections | | | | | |
|---|---|---|---|---|---|
| **In Your Classroom Teaching Do You –** | **Very Often** | **Some-times** | **Seldom / Never** | **Could Be Suitable** | **Not Appropriate For My Students** |
| 1. Display a world map? | | | | | |
| 2. Have a world atlas available? | | | | | |
| 3. Provide a globe in the room? | | | | | |
| 4. Point out on the map or globe cities and countries that come up in discussion? | | | | | |
| 5. Include materials that mention other countries in addition to the U.S.? | | | | | |
| 6. Stress the need to know about the rest of the world? | | | | | |
| 7. Point out international linkages in your local community? | | | | | |
| 8. Mention that individual decisions can have an effect on our environment and our world? | | | | | |
| 9. Point out similarities among the world's cultures when teaching about other countries? | | | | | |
| 10. Point out that people can have different ways of doing the same thing and that's okay? | | | | | |
| 11. Point out differences among cultures in a nonjudgmental way when teaching about other countries/ cultures? | | | | | |
| 12. Invite people from the community to speak about other countries or cultures? | | | | | |
| 13. Bring in people to talk to your students about world issues, e.g. population, food, energy? | | | | | |
| 14. Discuss current world events in class? | | | | | |
| 15. Promote conservation and ecological concern within your classroom? | | | | | |
| 16. Teach your students about important issues facing our planet earth? | | | | | |
| 17. Discourage waste by your students? | | | | | |
| 18. Promote loyalty to the U.S. while recognizing the rights of other countries? | | | | | |
| 19. Emphasize that conditions in our world are constantly changing and we must prepare ourselves to live in a world of change? | | | | | |
| 20. Encourage students to think, dream, and plan for the future they would like to see? | | | | | |

**(Adapted from "Global Education Project," Menominee County Intermediate School District, Menominee, Michigan.)**

## Use This Page To Think Through Ways You Want To Change

After a self-assessment, teachers may find it helpful to share findings with another teacher and discuss concerns or limitations. Invite your school administrator's commitment of support for changes you want to make.

## Teaching Strategies And Techniques

### • Problem Identification/ Clarification

**How To's**

1. Student-teacher conferences.
2. Classroom setting using:
   - —newspaper clippings/magazine articles
   - —bulletin boards
   - —case studies from writings, films, slides, videotapes, TV, short stories, adolescent novels
   - —vignettes
   - —statistics
   - —pretests.

**Suggested Questions To Ask**

1. What is the practical problem in this situation?
2. Why do you think this is a problem?
3. Why be concerned about this for oneself?
4. Do many different people share this problem?
5. What questions do you have about this problem?

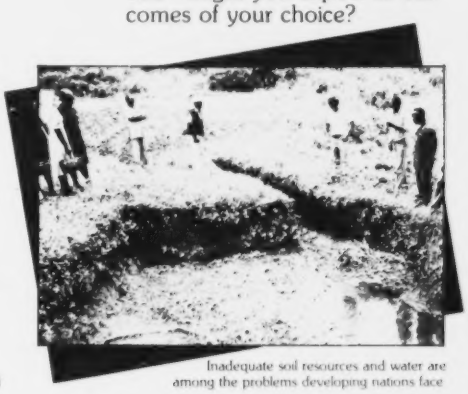
### • Information Search and Collection

**How To's**

1. Brainstorming in small groups or as a class.
2. Interviews.
3. Questionnaires and surveys.
4. Attitude inventory.
5. Individual or group information collection from:
   - —lectures
   - —assigned reading with worksheet
   - —audiovisual materials
   - —library work
   - —magazine or newspapers
   - —speakers.
6. Class discussions using:
   - —vignettes
   - —case studies
   - —value clarification activities
   - —charts such as practical reasoning worksheet and variations.
7. Role plays/simulations.
8. Creative writing (stories).
9. Teacher/student conferences.
10. Class discussion using:
    - —decision (morally defensible) tests
    - —universal tests
    - —role reversal tests
    - —new situation (workability) tests.

**Suggested Questions To Ask**

1. What information do you need to solve problems?
2. What personal factors affect your decision—resources, goals, and values?
3. What reasons are behind what you selected?
4. What environmental factors affect your decision—laws and rules of family, community, school, state, or nation? Resources and relationships? Cultural customs or taboos?
5. What alternatives or choices—good or bad—have you in making the decision?
6. What are the consequences of each for you, your family, the community, nation, or world?
7. What results—good or bad—might you expect as outcomes of your choice?



Inadequate soil resources and water are among the problems developing nations face

8. What do you think is best to do and why?
9. What impact would your decision have on you, your family, your community?
10. What if everyone selected this solution or acted in this way?
11. Would you choose the same solution if you were . . .? (List persons who might be affected.)
12. What if? i.e. You were pregnant? You heard food relief was to arrive the next day?
13. Would this solution be workable considering personal and environmental factors noted by you?
14. Does this solution match with what you and society both feel is important?

### • Skill Development & Situation Application

**How To's**

1. Simulations and role plays.
2. Laboratories.
3. Individual experiences.
4. Everyday experiences in the home, school, and community.

**Suggested Questions To Ask**

1. Do you have the skills needed to carry out your decision carefully?
2. What skills do you need?
3. How can you better prepare yourself for this situation?

### • Reflections on Actions/Consequences

**How To's**

1. Personal logs/journals.
2. Bulletin boards.
3. Pencil/paper tests.
4. Group discussions using decision tests.

**Suggested Questions To Ask**

1. How do you feel about your choice?
2. What other decision/choice might be better and why?
3. How can you prepare yourself better next time for this problem-solving situation?

## Introduction of an Issue with Students

### Issue: Should I help families in developing countries?

**Step 1: Clarify the problem.**

- How do developing countries differ from developed countries?
  - —Compare economic, educational, and health status of developing and developed countries. (See chart of Characteristics of Selected Countries on page 9.)
  - —Analyze and draw conclusions.
  - —What does it mean to live in a country with a high infant mortality rate, low life expectancy, unsafe water, etc.?

- Formulate a definition of a developing country.
- Locate developing countries on a map or globe.
  —What generalizations can you make about the locations?
  —Are the countries clustered? (See World Map on Rich/Poor Nations on page 4.)
- Imagine yourself living in one of the developing countries.
  —What would your day be like?
  —What food would you eat?
  —What would you wear?
  —What services and conveniences might you miss?
  —What would be your job/career opportunities?
  —What are the roles of males and females?
- What perennial problems are faced by families in developing countries? How are these problems similar or different from those of American families?
- Identify major issues/concerns of selected developing countries. Post these on the map.

**Step 2: Draw some conclusions.**

- Use resources to develop case studies which depict issues/concerns of teenagers and families in developing countries. Resources include *persons* in your community such as refugee families, missionaries, Peace corps workers, or others who have lived and worked in developing countries; and *references* such as books, periodicals, audiovisuals, and current media (television etc.).
- Assign reports on family life in selected developing countries. Use activities for creating cultural awareness on page 9.
- Develop skits or role plays depicting daily life of teenagers or families in your country.
- Read the poem *The Arithmetic of Poverty* on page 11.

Summary of All Countries

| Countries | Low Income | Lower Middle Income | Upper Middle Income | E. European Nonmarket Economies | Industrial Market Economies |
|---|---|---|---|---|---|
| GNP per capita (U.S. $) | 260 | 750 | 2,050 | 5,480 | 11,060 |
| Annual Growth Rate (%) | 2.7 | 2.9 | 3.8 | N.A. | 2.5 |
| Population 1983 (million) | 2,335 | 665 | 500 | 386 | 729 |
| Agricultural Productuction Annual Growth Rate (%) | 2.9 | 1.9 | 3.2 | N.A. | 1.0 |
| Life Expectancy 1963 | 50 | 48 | 58 | 70 | 71 |
| 1983 | 59 | 57 | 65 | 70 | 76 |
| Infant Mortality 1965 | 122 | 127 | 92 | 31 | 24 |
| Rate (per 1000) 1983 | 75 | 87 | 59 | 19 | 10 |
| Population per Physician 1980 | 5,556 | 7,555 | 2,018 | 345 | 554 |
| Safe Water (%) | 46 | 50 | 73 | 74 | 95 |
| Literacy (%) | 55 | 67 | 77 | 98 | 98 |
| Grams of Protein per capita/per day | 52 | 54 | 72 | 101 | 98 |
| Daily Requirement of Calories (%) 1982 | 105 | 109 | 119 | 133 | 133 |
| Economic Aid Received from Western Donors: $ per capita | $7.60 | 18.20 | 18.20 | — | — |

Low Income Economies: Africa — 22 including Chad, Kenya, Ghana, Ethiopia, Tanzania, Sudan, Zaire, Sierra Leone, Uganda; Asia — 12 including India, China, Bangladesh, Pakistan, Vietnam, Burma, Sri Lanka; Latin America — Haiti.
Lower Middle Income Economies: Africa — 14 including Nigeria, Egypt, Morocco, Zimbabwe, Zambia, Ivory Coast; Asia — 10 including Thailand, Indonesia, Turkey, Philippines; Latin America — 13 including Peru, Honduras, Guatemala, Paraguay, Colombia, Cuba.
Upper Middle Income Economies: Africa — Algeria, South Africa; Asia — 9 including S. Korea, Malaysia, Iran, Hong Kong, Singapore; Latin America — 8 including Brazil, Argentina, Mexico, Venezuela; Europe — Portugal, Yugoslavia, Greece.
Eastern European Nonmarket Economies: Europe — 8 including USSR, E. Germany, Poland, Czechoslovakia.
Industrial Market Economies: Europe — 14 including United Kingdom, France, W. Germany, Spain, Scandinavia; North America — U.S.A., Canada; Asia — Japan, Australia, New Zealand.

- Generate alternatives on how you can help. Plan FHA/HERO chapter awareness and/or outreach activities and projects.
- Ask questions of yourself in all the above activities:
  —What are the issues/concerns?
  —What are the feelings of each of the persons?
  —What values are important?
  —In what ways are these values similar or different from yours?
  —Compare needs of individuals and families in developing countries, in America when it was developing, and in America today.

**Step 3: Take action.**

- Plan awareness activities and social action projects such as:
  —Publicizing international special event days such as World Food Day.
  —Creating posters for school displays, illustrating teenagers and families in developing countries.
  —Writing articles on classroom or FHA/HERO chapter activities for a school or local newspaper.
  —Sending to organizations personal, household, and clothing necessities for families in developing countries.
  —Sponsoring a child in a developing country.

**Step 4: Reflect on your action.**

- Imagine consequences, short and long term, for each of the awareness activities or action projects.
  —Is it appropriate for the country?
  —Does it consider the needs, environment, and culture of that country?
  —Is it ethical?
  —Whose interests are served by the activities/projects?
- Should you be involved? What are the outcomes for you individually, the community, and the nation if action is taken to help families in developing countries?
- Maintain student logs reflecting new knowledge, feelings, and perceptions while learning about individuals and families in developing countries.

## Suggestions To Help Students Learn About People In Developing Countries

1. Recognize that one's own personal or cultural beliefs, values, and perceptions are not the only way of viewing the world.
2. Develop a non-judgmental attitude—to know and to understand the people of a country without evaluating.
3. Display empathy, the ability to put oneself in another's shoes.
4. Note ethnocentric expressions of superiority.
5. Recognize stereotypes of people of other countries.
6. Acknowledge the similarities of people in developing countries and in the United States.
7. Study a country for its intrinsic worth. Recognize the beauty of the traditions, the arts, and the cultural institutions.

### Creating Activities For Cultural Awareness

The objective is to help students gain information about people in another culture.

The following set of questions may be used to gain information. Draw out specific answers.

1. How do people greet each other—shake hands, bow, embrace, or other means? How do they part?
2. On what occasions would one present or accept gifts? What gifts are considered appropriate? If flowers are given, what kind? What are some of the special meanings of flowers?
3. Are children usually present or participating at social gatherings? Where are elderly members of the family or women of the family on these occasions.
4. How are children disciplined at home or at school?
5. In schools, are children segregated? If so, how—by race, class, caste, sex, religion, grade level, or age?
6. Do most people read and write?
7. How are public sanitation, hygiene, and garbage dealt with?
8. What is the normal dress of women, of men, of children?
9. What foods are taboo? What actions are taboo?
10. If as a customer you touch or handle things that are for sale, will you be considered knowledgeable or inconsiderate, within or outside your rights?
11. Is TV available? How widely is it used? How is it used—teaching, recreation? What programs are available?
12. What is the attitude toward drinking and gambling?
13. How do adults spend their leisure time? How do children?
14. What is the normal pattern of work days and days off? What are normal working hours for men, for women?
15. What are the important holidays? How is each observed?

Characteristics of Selected Countries

| Country | Bangladesh | India | China | Kenya | Indonesia | Nigeria | Brazil | S. Korea | U.S.A. |
|---|---|---|---|---|---|---|---|---|---|
| GNP per capita (U.S. $) | 130 | 260 | 300 | 340 | 560 | 770 | 1,880 | 2,010 | 14,110 |
| Annual Growth Rate (%) | 0.5 | 3.5 | 4.4 | 2.3 | 5.0 | 3.2 | 5.0 | 6.7 | 1.7 |
| Population 1983 (million) | 95 | 733 | 1,019 | 19 | 156 | 94 | 130 | 40 | 235 |
| Annual Growth Rate (%) | 2.3 | 1.8 | 1.2 | 3.9 | 1.9 | 3.3 | 1.9 | 1.4 | 0.7 |
| Agricultural Productivity Annual Growth Rate (%) | 3.2 | 2.2 | 3.5 | 3.4 | 3.7 | 1.9 | 4.2 | 1.5 | 1.4 |
| Life Expectancy 1963 | 44 | 45 | 50 | 49 | 43 | 41 | 57 | 56 | 71 |
| 1983 | 50 | 55 | 67 | 57 | 54 | 44 | 64 | 67 | 75 |
| Infant Mortality 1965 | 153 | 151 | 90 | 124 | 138 | 152 | 104 | 64 | 25 |
| Rate (per 1000) 1983 | 132 | 93 | 38 | 81 | 101 | 113 | 70 | 29 | 11 |
| Population per Physician | 7,810 | 3,630 | 1,140 | 7,490 | 11,530 | 12,550 | 1,140 | 1,440 | 520 |
| Safe Water (%) | 40 | 52 | N.A. | 25 | 32 | 42 | 74 | 78 | 99 |
| Literacy (%) | 34 | 42 | 69 | 50 | 68 | 36 | 76 | 94 | 99 |
| Grams of Protein per capita per day | 40 | 50 | 64 | 54 | 44 | 55 | 69 | 85 | 106 |
| Daily Requirement of Calories (%) | 83 | 93 | 104 | 88 | 111 | 104 | 110 | 125 | 137 |
| Income Distribution % Held by: Top 10% | 32 | 33.6 | N.A. | 45.8 | 34.0 | N.A. | 50.6 | 27.5 | 23.3 |
| Bottom 20% | 6.2 | 7.0 | | 2.6 | 6.6 | | 2.0 | 5.7 | 5.3 |
| Economic Aid Received from Western Donors $ per capita | 6.82 | 3.70 | – | 7.53 | 9.91 | 1.29 | 15.46 | 17.43 | – |

Sources: World Development Report 1985. New York: Oxford University Press for the World Bank, 1985.
Sivard, Ruth Leger. World Military and Social Expenditures, 1985. Washington, D.C.: World Priorities, 1985.
Country Reports on Human Rights Practices for 1985. Washington, D.C.: U.S. Government Printing Office, 1986.

### Culture Cues

Culture is the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.

Some characteristics of culture:

- beliefs
- values
- world views (religion)
- social organization
- economic organization
- political organization
- verbal language
- nonverbal communication patterns
- concept of time
- concept of space
- arts
- traditions.

## Culture Kit—A Resource You Create

One way to become interested in another culture is to actually handle items which are common to that culture but which are unfamiliar to individuals in the U.S. A home economist at Iowa State University introduced the idea of a "culture kit." An adaptation of the original is found below:

### Creating the Kit

People of all ages respond eagerly to the opportunity to handle real items from the everyday lives of other cultures. Trying on their hats, walking in their shoes, smelling their spices, listening to their music, and playing their games offer welcome chances to identify with unfamiliar patterns of life.

A Culture Kit is a means for sharing with others what has been learned about another way of life. These guidelines will make it easier and more fun for teachers and students to make their own Culture Kit.

## Making It Your Own

**Step 1:** Choose a culture. Decide if you want to focus on a specific theme such as food or music or to combine several themes for a more general approach.

**Step 2:** Keep in mind that a Culture Kit should include experiences for all five senses: sight, sound, smell, touch, and taste. Active participation on the part of users will enhance the effectiveness of the kit.

**Step 3:** When items are collected, learn as much about each one as possible. Read and talk with people who have travelled or lived in that culture. For example:

- How is the item used in daily life?
- What customs are associated with it?
- Where did it come from? Why is it used? Who uses it?
- How is it made?

## Ideas for Content

1. Maps, flags, coins, currency or stamps.
2. Pictures and posters, slides, films, or filmstrips.
3. Cassette tapes of people talking, of music, or culturgrams.
4. Stories or books about the country; newspapers and magazines.
5. Recipes or foods such as spices which won't spoil.
6. Clothing and handmade crafts.
7. Musical instruments or small household utensils.
8. Play materials and games.
9. Poetry.

## Collecting Kit Items

Sources for items in the kit vary from city to city. Some suggestions are:

1. **People** who have lived or travelled in the culture.
2. **Travel agents,** foreign tourist offices, airline offices and/or embassy or consul office of the country.
3. **Import stores.** Check the yellow pages in the phone book.
4. **Food import stores** carrying international products.
5. **Libraries** will have information and can help in locating other resources.
6. **Bookstores.** Don't overlook used bookstores and thrift shops for old articles, maps, or posters. *National Geographic* or travel magazines will be helpful.
7. **Universities and colleges** will be helpful in locating foreign students and resource materials.
8. **UNICEF bibliographies** are available for every grade, K-12, critiquing books on over 100 countries. These can be ordered from the Information Center on Children's Culture, United States Committee for UNICEF, 331 East 38th Street, New York, NY 10016. Film lists and study units on selected countries are also available.
9. **Background Notes** of the U.S. Department of State are short, well-written statements (3-5 pages with a good map) on the current politics of all countries of the world with whom the U.S. maintains diplomatic relations. These may be purchased inexpensively from the Superintendent of Documents, Government Printing Office, Washington, DC 20422.

Improving women's entrepreneurial skills and access to credit helps families and the economy.

## Putting the Kit Together

**Step 1:** Select a sturdy, well-designed box to contain the items. A mailing box, a suitcase, or a corrugated file box are suitable. Bookstores usually have boxes that are especially strong.

**Step 2:** Label each item with a self-sticking or sew-on label. Fasten an inventory list to the lid of the box for quick reference. Include notecards with brief, clear descriptions of each item. Keep two other copies of the notecards—a master set and one to replace lost or worn cards. Laminating cards or paper items will help preserve and protect them.

**Step 3:** Pack kit items in a way to prevent their damage. Plastic bags should be used to protect each item. Tissue paper, plastic bubble sheets, thin sponge rubber, or other packaging material can be used for further protection.

## Using Your Culture Kit

Use the Culture Kit as an active resource. Let the user audience become involved with the items during your presentation. Invite people from the culture to be a part of your presentation.

Discuss similarities and interesting differences between U.S. culture and the culture presented by your Culture Kit.

Share your Culture Kit with other people. Invite their use of it with their friends or at other group meetings.

## The Arithmetic Of Poverty

By Appadura (India)

Decide, mother,
Who goes without!
Is it Rama, the strongest?
Or Baca, the weakest
Who may not need it much longer?
Or perhaps Sita
Who may be expendable?

Decide, mother!
Kill a part
Of yourself
As you resolve the dilemma.
Decide, mother!
Decide . . .
And hate.

Source: **Overcoming World Hunger—The Challenge Ahead,** Presidential Commission on World Hunger, 1980.

## Links To Make For Help & Resources

### Connect with Future Homemakers of America

Use the FHA/HERO planning process to identify home economics issues in developing countries.

- Select an issue.
- Work individually through the *Power of One* or in committee or as a chapter to develop projects.
- Obtain resources from the library; write for materials; invite speakers.
- Plan activities that help create an awareness of needs in developing countries or service projects that assist people in developing countries.
- Involve the school and community in FHA/HERO activities and projects.
- Publicize these activities.

Encourage the FHA/HERO state association to adopt a state project relating Home Economics and development education.

### Celebrate World Days

Plan to celebrate or include information in your classes about World Home Economics Day, World Health Day, and World Food Day. A focus on these can spark the interest of students and/or Future Homemakers of America chapter members.

Each of these days is recognized widely throughout the world with a variety of events. Instructional materials which can easily be related to Home Economics have been prepared for each of these days and are available at little or no cost from the sponsoring organizations.

These commemorative days might also be used to sponsor a money-making activity, with the money then contributed to designated appropriate outreach program(s).

**WORLD HOME ECONOMICS DAY**—March 20
Sponsored by the International Federation for Home Economics (IFHE), this day gives home economists an opportunity to tell the community about Home Economics programs and how Home Economics is addressing local community problems or development and family issues in other countries. Contact the American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, DC 20036.

**WORLD HEALTH DAY**—April 7
Sponsored by the World Health Organization (WHO) of the United Nations, this year's international theme is "Health for All: All for Health." Emphasis is on the importance of immunization in combating childhood deaths from preventable diseases. A new international health teaching module is available from: The American Association for World Health (AAWH), 2001 S Street N.W., Suite 530, Washington, DC 20009.

**WORLD FOOD DAY**—October 16
Sponsored by the Food and Agriculture Organization (FAO) of the United Nations, this day commemorates the day of FAO's founding in 1945. "Poverty, Hunger and Interdependence" was the most recent theme. The day is celebrated in approximately 150 countries. The American Home Economics Association has been a national co-sponsor for several years. Updated materials are available from: National Committee for World Food Day, 1001 22nd Street N.W., Washington, DC 20437; 202-653-2404.

Workshops focused on development education are enriching and bolster confidence in teaching

## Link Up with Others In Service Projects

The following are some organizations with development education activities. Your class or FHA/HERO chapter may wish to learn what these groups are doing. All groups are aware of the Global Connections project and will assist in any way they can to help students identify an activity for their involvement.

**AFRICARE**
1601 Connecticut Avenue N.W.
Washington, DC 20009
202-462-3614

**BOOKS FOR SCHOOLS**
AHEA Global Connections
2010 Massachusetts Avenue N.W.
Washington, DC 20036
202-862-8300

**HABITAT INTERNATIONAL**
419 West Church Street
Americus, GA 31709
912-924-6935

**PEACE CORPS PARTNERSHIP PROGRAM**
806 Connecticut Avenue N.W.
Washington, DC 20526
1-800-424-8580

**PROJECT MERCY**
7011 Ardmore Avenue
Fort Wayne, IN 46809
219-747-2559

**SAVE THE CHILDREN**
P.O. Box 950
Westport, CT 06881
203-226-7271

**SCHOOL PARTNERS THROUGH AHEA**
AHEA Global Connections
2010 Massachusetts Ave. N.W.
Washington, DC 20036
202-862-8300

**TRICKLE UP**
54 Riverside Drive, PHE
New York, NY 10024
212-362-7958

**UNICEF**
331 East 38th Street
New York, NY 10016
212-686-5522

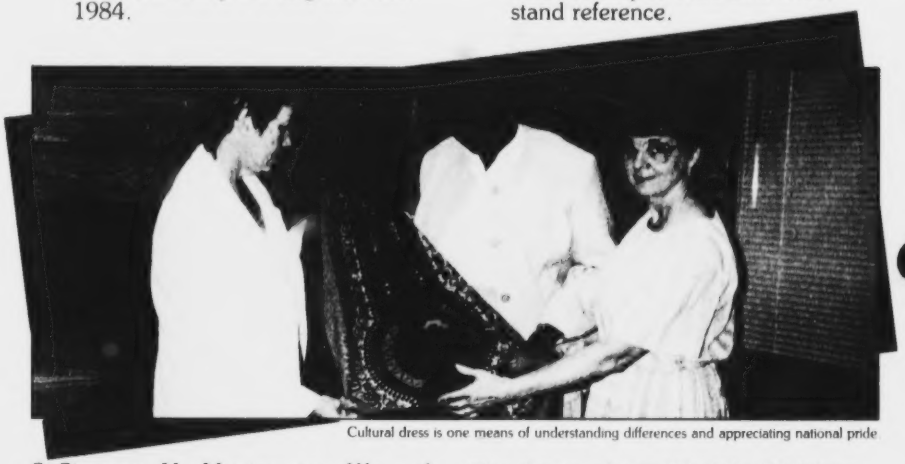
**UNIFEM**
304 East 45th Street
New York, NY 10017
212-906-6400

## Tap Other Resources

From the organizations noted with an asterisk and listed on page 3, you will be able to obtain information about slides, filmstrips, films, videocassettes which are available—usually on loan for return postage or at minimum cost.

## Cited References

1 Joint Working Group on Development Education. *A Framework for Development Education in the United States*. Westport, Connecticut: Private Agencies in International Cooperation in Higher Education. Logan, Utah: Utah State University Printing Services. 1984.



Cultural dress is one means of understanding differences and appreciating national pride.

2 Simpson, N.; Montgomery, W.; and Vaughn, G.G. "Global Connections: Linking Third World Concerns with American Teens Through the Home Economics Classroom," *Journal of Home Economics*. Spring 1987.

3 Jarvis, Jim. "Change That Attitude," *CWS Connections*. Church World Services. January 1987.

4 Ohio Department of Education. *Ohio Vocational Consumer Homemaking Curriculum Guide*. 1983.

## Background Reading

**Culturgrams: The Nations Around Us,** Vol. I and II, Garrett Park Press, Garrett Park, MD 20896. $15.00. Each volume contains information about customs, language, demography, and many aspects of life in 50 or more countries. North and South America, Western and Eastern Europe make up Volume I. Africa, Asia, and the Middle East countries are found in Volume II.

**Ending Hunger,** The Hunger Project, Praeger Publishers, 1985. CBS International Publishing, 383 Madison Avenue, New York, NY 10175. $19.95. Beautiful colored photos, maps, and charts to inspire, challenge, and inform regarding the worldwide elimination of hunger.

**State of the World 1987,** Lester Brown, *et al.*, Worldwatch Institute, 1776 Massachusetts Avenue N.W., Washington, DC 20036. $9.95. Updated annually with particular environmental and development issues emphasized each year. A reliable, easy-to-read and understand reference.

**The State of the World's Children 1987,** James P. Grant, UNICEF Division of Information and Public Affairs, 3 United Nations Plaza, New York, NY 10017. $8.95. Annual report of UNICEF programs for children particularly in less developed countries and with appropriate tables of statistics related to nutrition, health, education, economics, and demography.

**World Resources 1987: An Assessment of the Resource Base That Supports the Global Economy,** World Resources Institute, P.O. Box 620, Holmes, PA 19043. $16.95 plus $2.00 for postage and handling. Contains data tables for 146 countries and is updated annually. Includes GNP; population and growth rates; birth, death, and health indicators; land use, food and agriculture production; and water and energy availability and use, among others.